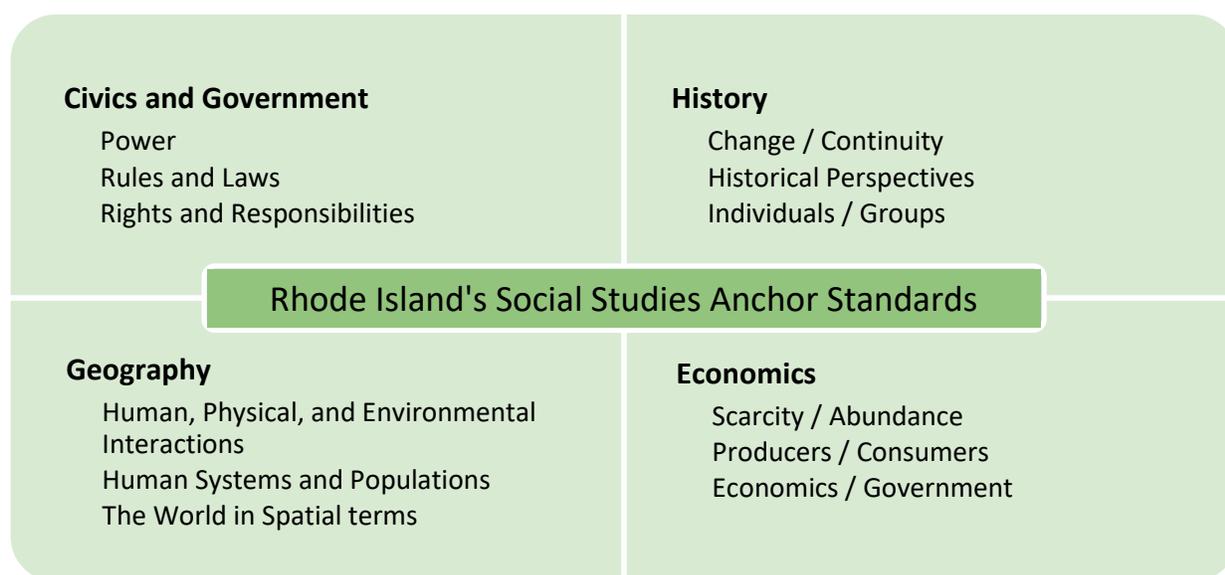


# RHODE ISLAND'S SOCIAL STUDIES ANCHOR STANDARDS

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## OVERVIEW

The Rhode Island Social Studies Anchor Standards, which are displayed on the following pages, are intended to support the principle of depth over breadth by providing a consistent throughline from kindergarten through high school. To meet this objective, there are twelve anchor standards. These twelve standards are divided into four domains: Civics and Government, History, Geography, and Economics. These anchor standards apply across all grade levels and high school courses and are designed to inform teaching of all social studies content as identified in the content standards. The image below displays the four domains and the title of the three standards within each.



## EMPHASIZING DEPTH OVER BREADTH

Each of the twelve anchor standards has a consistent four-part hierarchy of cognitive skills designed to support a consistent approach to inquiry of social studies content. This hierarchy is applied to all anchor standards and content standards and is denoted through the consistent use of four verbs: *Identify*, *Explain*, *Analyze*, and *Argue*. This four-part hierarchy supports depth over breadth by providing a consistent and predictable approach to understanding complexity and rigor that benefits both teachers and students. Below is a brief description and definition of each level of rigor.

1. **Identify:** When the verb *identify* is used, students learn key concepts and ideas, such as knowledge of people and events, the ability to identify locations on a map, and the like.
2. **Explain:** When the verb *explain* is used, students understand how key ideas relate to each other conceptually. For example, this could include explaining the roles people fulfill, how things work, and the sequence or course of events.
3. **Analyze:** When the verb *analyze* is used, students examine how key concepts operate in real contexts. This can include understanding of differences and similarities, to make

comparisons, and to communicate more complex relationships, and how they play out in real life. Being able to analyze also implies being able to evaluate evidence from primary and secondary sources, as well assessing complexity through multiple perspectives.

4. **Argue:** When the verb *argue* is used, students make logical, evidence-based assertions, and consider and rebut opposing arguments. Embedded within this understanding is the ability to analyze history and make evidence-based arguments that examine the impact of ideas and actions, unpack policy decisions, and support advocacy and innovative improvements to society and the world. It is important to mention here an explicit connection to Rhode Island’s English Language Arts standards. In Kindergarten through 5th Grade, students focus on developing and supporting opinions by presenting one point of view supported by reasons and information from sources or personal experiences. In grades 6 through 12, students craft arguments, presenting multiple perspectives supported by evidence from sources. However, the macrostructure of both opinion and argument are the same: students share their thinking with reasons - including examples and evidence. Argue is used throughout the K-12 standards to ensure the development of these critical thinking skills.

## EMPHASIZING CULTURAL RESPONSIVENESS

As mentioned in the introduction, the Rhode Island Social Studies Standards are also designed to inform a culturally responsive and inquiry-based approach to Social Studies teaching and learning. One of the key criteria in the RIGL 16-22-30 legislation stipulates that academic standards and curriculum frameworks will “instill respect for the cultural, ethnic, and racial diversity of this state, and for the contributions made by diverse cultural, ethnic, and racial groups to the life of this state.” Moreover, standards and curriculum guidance documents must “be designed to avoid perpetuating gender, cultural, ethnic, or racial stereotypes.” To that end, the Rhode Island Social Studies Standards were written to meet these requirements.

Prior to engaging in the revision of Rhode Island’s social studies standards, RIDE had developed multiple tools to support the adoption, creation, and utilization of high-quality curriculum materials, characterized by their cultural responsiveness. To stay consistent with this work, RIDE identified four CRSE design principles that were used to inform the development of the anchor standards and content standards. Below is a brief description of each principle:

**Diverse Identities:** The Rhode Island Social Studies Standards are intended to 1) validate and affirm individuals’ diverse and intersectional identities, where the term *intersectional* refers to the interconnected nature of social categorizations such as race, class, gender, ability, religion, etc. as they apply to a given individual or group, and regarded as creating overlapping and interdependent systems of discrimination or disadvantage<sup>1</sup>, 2) elevate the voices and perspectives of traditionally excluded groups while ensuring the funds of knowledge and cultural capital of students, families,

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<sup>1</sup> Coomer, M. N., Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K. A. K. (2017). Assessing bias in standards and curricular materials. Equity Tool. Indianapolis, IN: Great Lakes Equity Center.; Hollie, S., & Allen, B. (2018). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Shell Education.

and their communities are central to the learning process<sup>2</sup> and 3) avoid minimizing or ignoring unpleasant realities (e.g., oppression, prejudice, racism, sexism, etc.)<sup>3</sup>.

**Cultural Awareness:** The Rhode Island Social Studies Standards are intended to 1) take into account, and leverage, student cultural dimensions that impact how they acquire and demonstrate learning<sup>4</sup>, 2) support students in understanding the ways their identities, culture, and experiences affect, and at times limit, their perspectives, 3) allow students to learn from their peers and from perspectives beyond their scope<sup>5</sup>.

**Instructional Engagement:** The Rhode Island Social Studies Standards are intended to 1) require educators to take into account the specific contexts within which they work, and students live (demographics, political context and popular culture; urban, rural, or suburban; school, community, town, city, state, country; state of the world)<sup>6</sup>, and 2) drive approaches that support healthy social-emotional development. The standards do not intend to stamp out differences, but instead strive to support approaches where students can utilize their prior knowledge, culture, language, and experiences as they acquire skills and knowledge and demonstrate learning<sup>7</sup>.

**Critical Consciousness:** The Rhode Island Social Studies Standards are intended to 1) help students make sense of and critique the world around them, naming and acting upon the “norms, values, mores, and institutions that produce and maintain inequities.”<sup>8</sup>, 2) help build students’ abilities as citizens<sup>9</sup> to recognize and move to act against bias, stereotypes, and inequities in their immediate environment, their communities, and the world around them<sup>10</sup>.

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<sup>2</sup>Moll et al., 1992; New York State Dept. of Education, 2018; Rhode Island Department of Education, 2021

<sup>3</sup>Coomer, M. N., Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K. A. K. (2017). Assessing bias In standards and curricular materials. Equity Tool. Indianapolis, IN: Great Lakes Equity Center.

<sup>4</sup>Gay, G. (2000). Culturally responsive teaching: Theory, research, and Practice. Teachers College Press.; Powell, R., Cantrell, S. C., & Rightmyer, E. (2013). Teaching and reaching all students: An instructional model for closing the gap. Middle School Journal, 44(5), 22–30.

<sup>5</sup>New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021

<sup>6</sup>Milner, R. H. (2020). Start Where You Are, But Don't Stay There, Second Edition: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms (2nd Edition). Harvard Education Press.

<sup>7</sup>New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021

<sup>8</sup>Ladson-Billings, G. (1995). But that's just good teaching! the case for culturally relevant pedagogy. Theory Into Practice, 34(3), 159–165.

<sup>9</sup>Throughout this document, the term 'citizen' is not used in a strict legal sense. When used in this document, it typically refers to anyone who is an active and responsible participant in society. This civic-focused use of the word is not intended to discount the narrower use to individuals with full rights under a particular system of government. See page 26 of Educating for American Democracy: Excellence in History and Civics for All Learners report (2021) for more information about the dual meanings of “citizen” and 'citizenship.'

<sup>10</sup>New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021

### **Power (CG.P)**

Students act as informed citizens as they...

1. *Identify* what political power is and who has political power in a society.
2. *Explain* how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences.
3. *Analyze* the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences.
4. *Argue* how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences.

### **Rules and Laws (CG.RL)**

Students act as informed citizens as they...

1. *Identify* what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students.
2. *Explain* why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences.
3. *Analyze* how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences.
4. *Argue* how rules and laws can be used to create an equitable society.

### **Rights and Responsibilities (CG.RR)**

Students act as informed citizens as they...

1. *Identify* what rights and responsibilities individuals and communities have in a society and who can take advantage of them.
2. *Explain* different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes.
3. *Analyze* how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society.
4. *Argue* for a possible solution to make rights equitable and the roles of those involved in pursuing that solution.

### **Change / Continuity (H.CC)**

Students act as historians as they...

1. *Identify* historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences.
2. *Explain* multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance.
3. *Analyze* multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance.
4. *Argue* how social change, intersectional identities, and lived experiences are crucial to the study and practice of history.

### **Historical Perspectives (H.HP)**

Students act as historians as they...

1. *Identify* key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change.
2. *Explain* the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed.
3. *Analyze* multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences.
4. *Argue*, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events.

### **Individuals / Groups (H.IG)**

Students act as historians as they...

1. *Identify* peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations.
2. *Explain* how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance.
3. *Analyze* historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance.
4. *Argue* how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history.

### **Human, Physical, and Environmental Interactions (G.HPE)**

Students act as geographers as they...

1. *Identify* the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels.
2. *Explain* how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems.
3. *Analyze* how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making.
4. *Argue* how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable.

### **Human Systems and Populations (G.HSP)**

Students act as geographers as they...

1. *Identify* the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration.
2. *Explain* how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems.
3. *Analyze* how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems.
4. *Argue* how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels.

### **The World in Spatial Terms (G.WST)**

Students act as geographers as they...

1. *Identify* maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance.
2. *Explain* how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations.
3. *Analyze* multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events.
4. *Argue* how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use.

### **Scarcity / Abundance (E.SA)**

Students act as economists as they...

1. *Identify* the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar.
2. *Explain* how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why.
3. *Analyze* how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes.
4. *Argue* how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change.

### **Producers / Consumers (E.PC)**

Students act as economists as they...

1. *Identify* the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements.
2. *Explain* who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities
3. *Analyze* how individuals and communities acting through intersectional identities and lived experiences can affect the means of production.
4. *Argue* whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities.

### **Economics / Government (E.EG)**

Students act as economists as they...

1. *Identify* the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities.
2. *Explain* how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems.
3. *Analyze* how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized.
4. *Argue* how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system.